DOCUMENT RESUME

ED 465 382 JC 020 406

TITLE	Indicators of Institutional Effectiveness at NVCC: 1992-1997. Performance Indicators Series.
INSTITUTION	Northern Virginia Community Coll., Annandale. Office of Institutional Research.
REPORT NO	NVCC-3; NVCC-RR-06-01
PUB DATE	2001-01-00
NOTE	24p.
AVAILABLE FROM	For full text: http://www.nv.cc.va.us/oir/oirindex.html.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Achievement; *Academic Persistence; College Role; Community Colleges; Degrees (Academic); Education Work Relationship; *Educational Assessment; *Educational Objectives; High Risk Students; Minority Groups; *Outcomes of Education; *Remedial Instruction; Transfer Programs; Two Year Colleges
IDENTIFIERS	Northern Virginia Community College

ABSTRACT

This is a report on the measurements of institutional effectiveness indicators at Northern Virginia Community College from 1992 to 1997. The report looks at the following indicators: (1) persistence rate of first-time students; (2) persistence rate of full-time first-time students; (3) persistence rate of part-time first-time students; (4) completion rate of first-time program placed students; (5) student primary goal attainment; (6) placement rate of graduates in degree related jobs; (7) Cohen measure of transfer; (8) transfer rate of NVCC students to selected institutions; (9) average grade point average (GPA) of NVCC students at senior institutions; and (10) success rate of developmental students in college-level courses. Results showed that: (1) on the average approximately 31% of all first-time students returned to NVCC the next year; (2) full-time students were more likely to return than part-time students; (3) student completion rate of a degree program increased yearly from 8% in 1993 to 11% in 1997; (4) approximately 73% of NVCC developmental students are successful in passing college-level courses; (5) over 90% of graduate survey respondents report that they attained primary goal at NVCC; and (6) approximately 41% of surveyed graduates reported being placed in a degree-related job. According to Cohen's measure of transfer, 23% of the NVCC students who entered in fall 1995 earned at least 12 credits and transferred to a four-year institute. The NVCC transfer rate was consistent with the statewide community college system transfer rate. The average GPA of NVCC students at four-year institutions was 2.6. The report includes the mission of NVCC. (Contains 20 tables.) (MKF)

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ED 465 382

PERFORMANCE INDICATORS SERIES: No. 3

INDICATORS OF INSTITUTTIONAL EFFECTIVENESS AT NVCC: 1992 - 1997

Research Report No. 06-01

Office of Institutional Research
Northern Virginia Community College

January 2001

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NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL RESEARCH

The purpose of the Office of Institutional Research is to conduct analytical studies and provide information in support of institutional planning, policy formulation and decision making. In addition, the office provides leadership and support in research related activities to members of the NVCC community engaged in planning and evaluating the institution's success in accomplishing its mission.

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Indicators of Institutional Effectiveness at NVCC: 1992 - 1997

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INDICATORS OF INSTITUTIONAL EFFECTIVENESS AT NVCC:

1992 - 1997

Introduction

In order to assess the institutional effectiveness of an organization, it is important to determine indicators or quantitative measures. These measures are expected to focus solely on outcomes. When outcome measurements are evaluated over time, they can indicate the degree to which institutional goals are being achieved.

The selection of indicators is an integral component in the assessment of institutional effectiveness. Indicators must be based on the institution's mission and goals. The nine indicators selected for this report were chosen from 14 indicators developed by a working group from the American Association of Community Colleges (AACC).[1]

This report is the third in a series that presents five-year trend data for selected indicators. These indicators are by no means a comprehensive set linked to the mission of Northern Virginia Community College (NVCC). The main reason for compiling these data is to facilitate the selection of more appropriate indicators, which fit the mission of NVCC. This report should be considered a demonstration tool.

The data is presented in four sections:

- Section 1 presents indicators on enrolled NVCC students with data on persistence rates for full-time and part time students, persistence rates for program placed students, and student completion rates of degree programs.
- Section 2 presents indicators for NVCC graduates with data on goal attainment, and placement rates of graduates in degree-related jobs.
- Section 3 presents indicators relating to transfer students, with data on transfer rates of NVCC students and data on the performance of transfer students at senior institutions.
- Section 4 presents students enrolled in developmental courses with data on the success of developmental students in college-level courses.

Section 1: Enrolled Students

Indicator #1 - Persistence Rates for First-Time Students

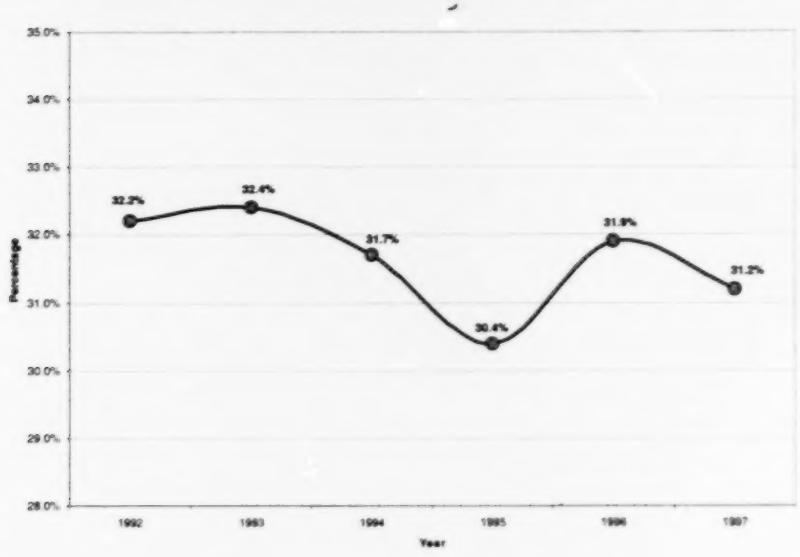
Table 1 and Figure 1 show the persistence rates, from fall to fall, of all first-time students at NVCC from 1992 to 1997 (both full-time and part-time students). In Table 1, the proportion of fall first-time students who returned the next fall semester is shown for their entrance year. For example, 32.2% of all fall 1992 first-time students returned to NVCC in fall 1993.

For each of the years presented in Table 1, approximately one third of all first-time students returned to NVCC the fall term following their first fall semester. The fall 1993 first-time students had the highest persistence rate (32.4%) while the fall 1995 first-time students had the lowest persistence rate (30.4%).

Table 1: Persistence Rate of All First-Time Students from Fall to Fall, 1992 - 1997

Year	Percentage of All First-Time Students Who Returned to NVCC
1992	32.2%
1993	32.4%
1994	31.7%
1995	30.4%
1996	31.9%
1997	31.2%

Figure 1: Persistence Rate of All First-Time Students from Fall to Fall, 1992 – 1997



Indicator #2 - Persistence Rates for First-Time, Full-Time Students

Full-time students are defined as those who enroll for 12 or more credits per semester. Classification as full-time for this indicator was based upon students who took 12 or more credits when they first enrolled at the College. It is possible that some students who started as full time students may have continued in the spring and/or following fall semester as part-time students.

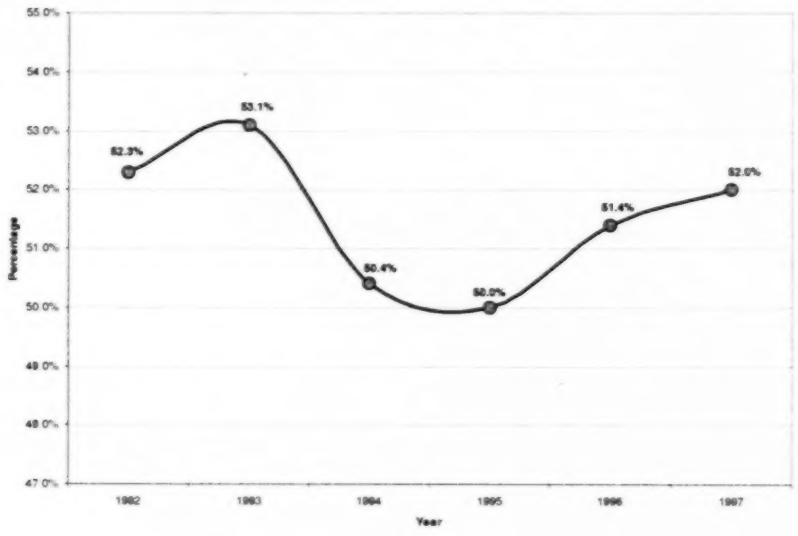
Table 2 and Figure 2 show that between 1992 and 1997 a majority of first-time, full-time students who first attended NVCC in the fall returned to NVCC the following fall semester. In Table 2, the proportion of these students who returned the next fall semester is shown beside the year. As Table 2 shows, 52.3% of the first-time, full-time students in fall 1992 returned to NVCC for the fall 1993 semester.

Table 2: Persistence Rate of First-Time, Full-Time Students from Fall to Fall, 1992 - 1997

Year	Percentage of First-Time, Full-Time Students Who Returned to NVCC
1992	52.3%
1993	53.1%
1994	50.4%
1995	50.0%
1996	51.4%
1997	52.0%

As seen in Figure 2, there was a slight fluctuation in the proportion of first-time, full-time students who returned the next fall after their first fall. The proportion who returned ranged from a high of 53.1% in fall 1993 to a low of 50% in fall 1995, a difference of 3.1%.

Figure 2: Persistence Rate of First-Time, Full-Time Students from Fall to Fall, 1992 - 1997



Indicator #3 - Persistence Rates for First-Time, Part-Time Students

Between 1992 and 1997, slightly less than one-fourth of first-time, part-time students returned to NVCC the next fall semester following their first fall semester at the College (see Table 3 and Figure 3). Part-time students entering in the fall semesters took less than 12 credits during their first semester at NVCC. The classification as a part-time student was based upon the number of credits the student took in his/her first semester of enrollment. Some students who began as part-time students may have continued in the spring and/or following fall semester either as part-time students or as full-time students.

In Table 3, the proportion of first-time, part-time students who returned the next fall semester is shown. Thus, 23.5% of the first-time, part-time students in fall 1992 returned to NVCC in fall 1993.

Table 3: Persistence Rate of First-Time, Part-Time Students from Fall to Fall, 1992 - 1997

Year	Percentage of First-Time, Part-Time Students Who Returned to NVCC
1992	23.5%
1993	22.7%
1994	23.6%
1995	21.3%
1996	22.1%
1997	21.1%

As seen in Figure 3, the proportion of returning students fluctuated, showing a slight decline from a high of 23.6% in fall 1994 to a low of 21.1% in fall 1997.

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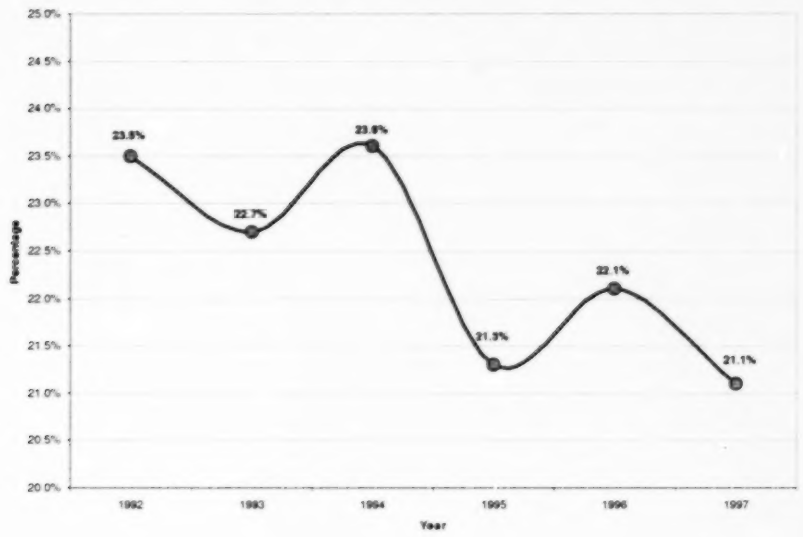
Figure 3: Persistence Rate of First-Time, Part-Time Students from Fall to Fall, 1992 - 1997



Indicator #4 - Completion Rates for First-Time Program-Placed Students

Table 4 shows the proportion of program-placed students who entered and graduated from NVCC within three years (i.e., within 150% of the normal time for graduation). The proportion was calculated from first-time students, in a given fall semester, who were program placed and who attended NVCC full time their first fall semester. First-time students in this analysis were defined as those attending NVCC for the first time who may or may not have previously attended another college. Their classification as full-time students was based upon their enrollment in 12 or more credits during their first fall semester.

As shown in Table 4 and Figure 4, 11.0% of fall 1997 first-time, program-placed students (enrolled full time) graduated within 3 years or 150% of the normal time. In other words, 11.0% of the fall 1997 cohort earned a two-year degree by spring 2000. Student completion rates of degree programs dropped slightly from 1992 to 1993, then rose from 8.1% in 1993 to 11.0% in 1997.

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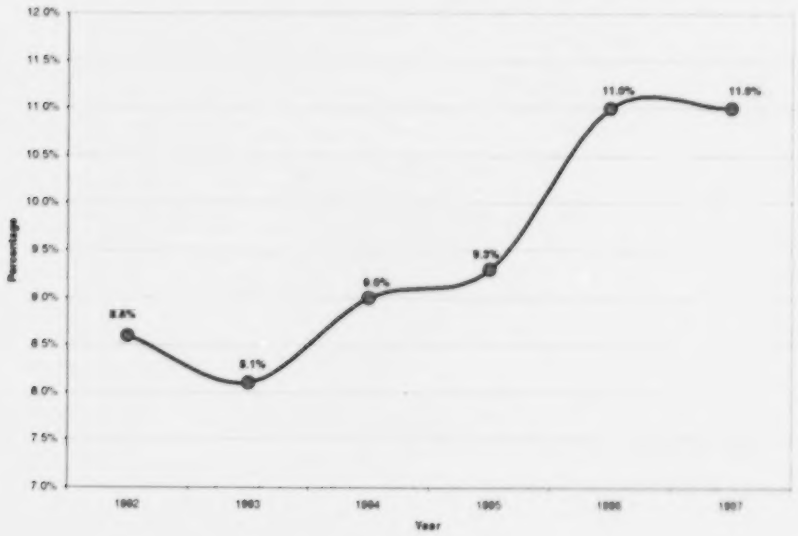
Table 4: Student Completion Rates of Degree Programs, 1992 - 1997

Year	Percentage of Students Who Completed a Degree Program
1992	8.6%
1993	8.1%
1994	9.0%
1995	9.3%
1996	11.0%
1997	11.0%

Figure 4: Student Completion Rates of Degree Programs, 1992 - 1997



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Section 2: Graduates

Indicator #5 – Primary Goal Attainment

Table 5 and Figure 5 show that a high proportion of NVCC graduates, who responded to the graduate survey between 1992 and 1997, reported having attained their educational goal at NVCC.

The graduate survey also asked respondents to indicate which of the following objectives best described their primary goal while attending NVCC: 1) transfer to four-year college/university; 2) occupational training to enter the workforce; 3) improvement of job skills; or 4) personal enrichment.

Ninety percent or more of the NVCC graduates who responded to the graduate surveys said "yes" when asked whether or not they had achieved their primary goal at NVCC. Goal attainment levels fluctuated from year to year, as can be seen in Figure 5. However, there was a difference of only 3% between the highest and lowest goal attainment levels between 1992 and 1997.

Table 5: Primary Goal Attainment, 1992 - 1997

Year	Percentage of Graduate Survey Respondents Who Attained Their Goal at NVCC
1992	91%
1993	93%
1994	91%
1995	91%
1996	93%
1997	90%

Figure 5: Student Goal Attainment, 1992 - 1997

Indicator #6 – Placement Rate of Graduates in Degree Related Jobs

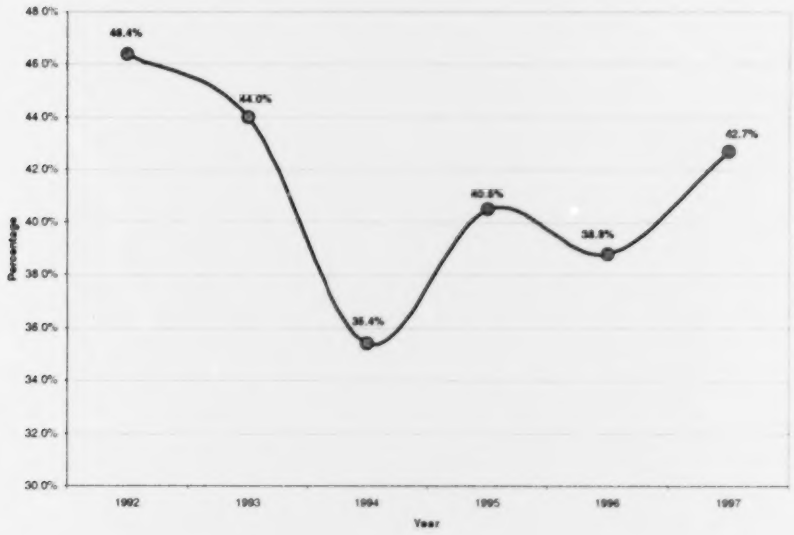
Table 6 shows the proportion of graduates, who indicated on the graduate survey, that they were currently employed in a job that was related to their degree. Graduates who responded "yes" may have acquired their job prior to attending NVCC, while they were attending NVCC, or after they graduated from NVCC.

Table 6: Placement Rate of Graduates in Degree Related Jobs, 1992 – 1997

Year	Placement Rate of Graduates in Degree Related Jobs
1992	46.4%
1993	44.0%
1994	35.4%
1995	40.5%
1996	38.8%
1997	42.7%

As can be seen in Figure 6, the percentage of graduates employed in jobs related to their degree fluctuated from year to year. There was a difference of 11% between the highest percentage of graduates (46% in 1992) who reported holding degree-related jobs and the lowest percentage (35% in 1994).

Figure 6: Placement Rate of Graduates in Degree-Related Jobs, 1992 – 1997



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Section 3: Transfer to Senior Institutions

Indicator #7A – Cohen Measure of Transfer

The Transfer Assembly, funded by the Ford Foundation, has been providing national transfer rates for community colleges since 1990. The Assembly's definition of transfer rate is: *"all students entering the two-year college in a given year who have no prior college experience and who complete at least 12 college credit units within four years, divided into the number of that group who take one or more classes at a public, in-state university or college within four years."* [2] This definition of transfer, known as the "Cohen Measure", has been both widely criticized and supported. Critics state that the definition avoids the problem of a lack of information about student aspiration and intent, and errors associated with student classification. This is done by defining a more inclusive beginning group, which is then sub-divided based on commitments to continue their education.

As shown in Table 7, the Cohen Transfer rate of NVCC students for fall 1995 was 23.2%. This indicates that by the end of four years at NVCC (1998 academic year), 23% of the NVCC entering students had transferred. This rate was very similar to that of the VCCS (see Figure 7). It also approximates the national trend for the past 15 years.

Table 7: The Cohen Transfer Rate of NVCC Students to Virginia Public Four-Year Institutions, Fall 1995 Entering Students

Number of NVCC Entering Students, Fall 1995	Students Earning 12 Credits and Transferring to a 4-year Public Institution in Four Years	
	#	%
4,834	621	23.2%

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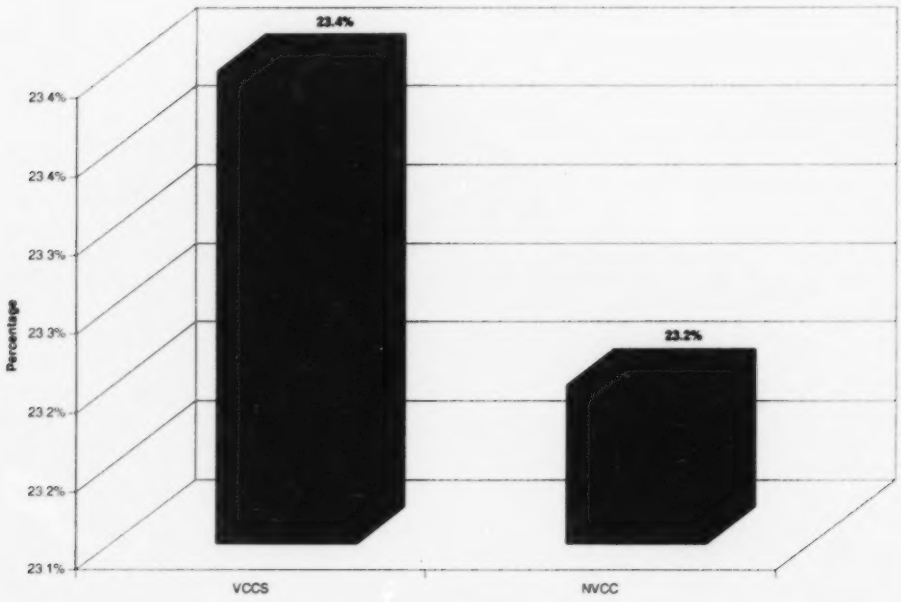
Figure 7: The Cohen Transfer Rate of NVCC Students to Virginia Public Four-Year Institutions, Fall 1995 Entering Students



Indicator #7B – Transfer Rate of NVCC Students to Selected Institutions

The data on NVCC students who transfer to senior institutions only pertains to public colleges and universities in Virginia. This data does not include private Virginia colleges and universities and those outside of the state. It is important to note that not all four-year institutions regularly submit transfer data to NVCC.[3] Failure to receive an institution's transfer data depresses the transfer rate for NVCC.

Table 8 and Figure 8 present information on students who completed at least 12 credits at NVCC and then transferred to a senior institution in Virginia. Table 8 displays the transfer rate (regardless of transfer year) of the cohort who were program placed at NVCC. The 1992 cohort had the highest percentage (7.5%) of program-placed students who transferred. As shown in Figure 8, the transfer rate dropped between 1992 and 1997.

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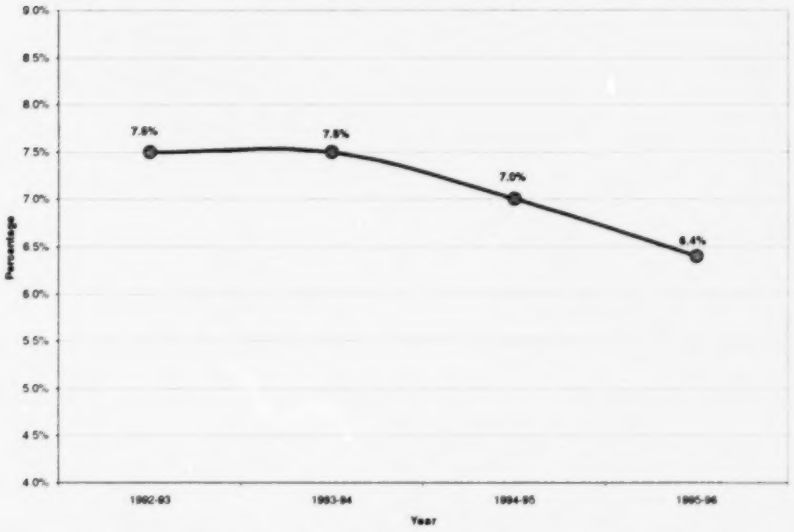
**Table 8: Transfer Rate of NVCC Students, 1992 – 1997*
(Selected Institutions)**

Academic Year	Transfer Rate of NVCC Students
1992-1993	7.5%
1993-1994	7.5%
1994-1995	7.0%
1995-1996	6.4%

* The data presented in Table 8 may not be an accurate representation of the number of NVCC students who transferred to senior institutions because of the previously mentioned factors such as missing or late data from senior institutions.

**Figure 8: Transfer Rate of NVCC Students, 1992 – 1997*
(Selected Institutions)**



* The data presented in Figure 8 may not be an accurate representation of the number of NVCC students who transferred to senior institutions because of the previously mentioned factors such as missing or late data from senior institutions.

Indicator #8 – Average GPA of Students at Senior Institutions

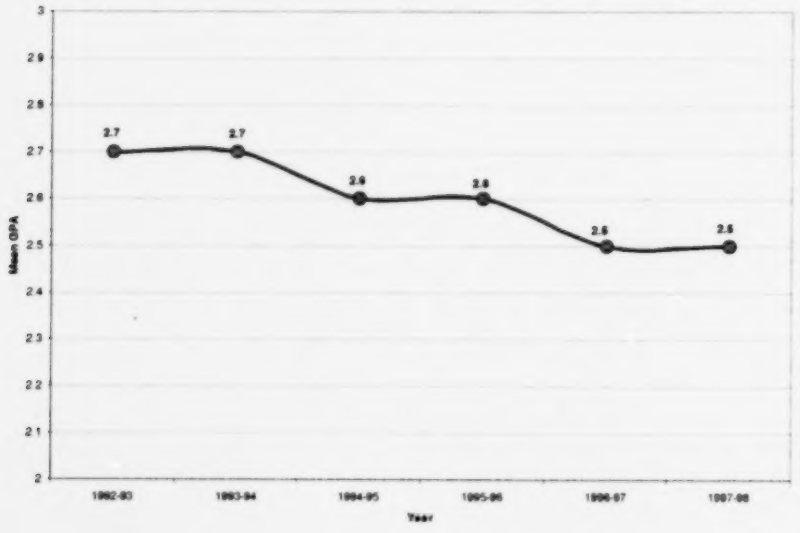
Table 9 and Figure 9 show the average GPA of NVCC students who transferred to senior institutions between 1992-93 and 1997-98. The average GPA was based on the grade point averages that students received after one year of study at a senior institution.

Table 9: Average GPA of NVCC Students at Senior Institutions, 1992-93 - 1997-98

Academic Year	Number of Students	Average GPA
1992-93	1,400	2.7
1993-94	1,404	2.7
1994-95	1,204	2.6
1995-96	1,333	2.6
1996-97	1,078	2.5
1997-98	1,158	2.5

As seen in Figure 9, the average (mean) GPA declined slightly from 2.7 in 1992-93 to 2.5 in 1997-98.

Figure 9: Performance of NVCC Students at Senior Institutions, 1992-93 - 1997-98



Section 4: Students Enrolled in Developmental Courses

Indicator #9 – Success Rate of Developmental Students in College-Level Courses

Indicator 9 pertains to the rate of success of developmental English and developmental math students in subsequent college-level courses. Table 10 and Figure 10 present the percentage of students who completed a developmental English or math course during their first semester, and then completed a college-level course within a year. For example, of the fall 1992 cohort who enrolled and completed a developmental English or developmental math course, 70% of the cohort subsequently passed a college-level course with a grade of "C" or better within a year. For the purposes of this report, a year included the first fall semester that the student was enrolled, plus the following spring, summer, and fall semesters.

Table 10: Success Rate of Fall 1992- Fall 1997 Developmental Students in College-Level Courses

Fall Semester	Percentage of Developmental Students Who Passed College-Level Courses
1992	70%
1993	74%
1994	73%
1995	74%
1996	76%
1997	75%

As seen in Figure 10, the proportion of students successfully completing a college-level course after completing a developmental course was higher by 5% for the fall 1997 cohort than for the fall 1992 cohort. The fall 1996 cohort had the highest rate of success (76%).

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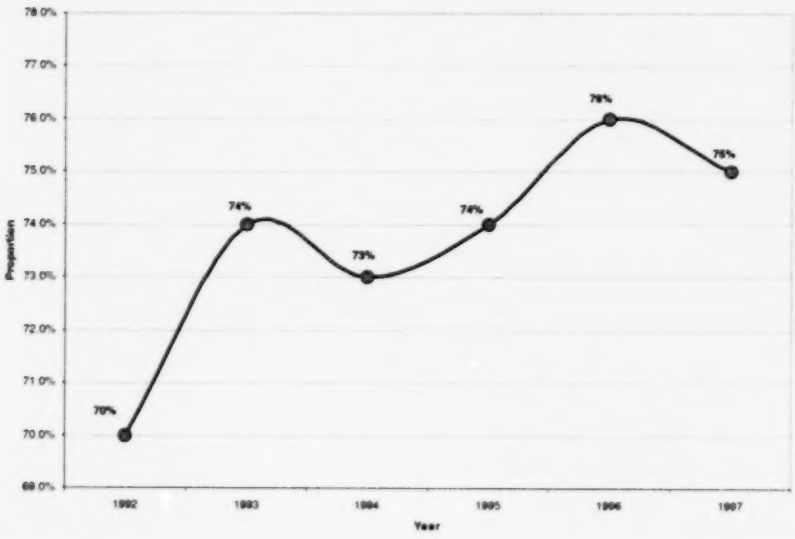
Figure 10: Success Rate of Fall 1992 – Fall 1997 Developmental Students in College-Level Courses



NORTHERN VIRGINIA COMMUNITY COLLEGE

COLLEGE MISSION AND GOALS

The mission of Northern Virginia Community College is to respond to the educational needs of its dynamic and diverse constituencies through an array of comprehensive programs and services that facilitate learning and workforce development in an environment of open access and through lifelong educational opportunities.

To achieve this mission, the following strategic goals for 1999-2001 are established:

I. Sustain and Strengthen Academic Quality and Teaching Excellence.
II. Enhance the Quality of Services to Students.
III. Expand the Integration of Technology in Instruction and Administration.
IV. Increase Access to College Programs and Services.
V. Improve the Quality of Institutional Communication.
VI. Strengthen Programs That Help Build a World Class Workforce.
VII. Promote Responsiveness to Diversity of Students and Employees.
VIII. Strengthen and Develop Additional Linkages with Community Groups.
IX. Integrate College Planning and Facility Requirements.
X. Enhance the Overall Wellness of Our Working and Living Environments.

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[1] Alfred, Richard, et al. Core Indicators of Effectiveness for Community Colleges. Washington, D.C.: Community College Press, 1999.

[2] Source: McHewitt, Earl and Gary Taylor. "2001 Transfer Assembly Project VCCS Transfer Rates." Virginia Community College System, Research Report Series, March 2001

[3] Transfer data of NVCC students was received from the following institutions during the reporting period: GMU, ODU, VPI, UVA, JMU, Radford University and VA Commonwealth University.

NORTHERN VIRGINIA COMMUNITY COLLEGE

institutional research office

Memorandum

February 13, 2002

To: Dr. Arthur Cohen, Director, ERIC Clearinghouse for Community Colleges/UCLA

From: Dr. George Gabriel, Associate Dean, Institutional Research and Analysis

Subject: Additional information regarding OIR Report 06-01

Thank you for your message sent through Ms. Elaine Howell. My staff and I are honored by your compliments of our Office of Institutional Research.

Please find below our response to your request for additional information regarding OIR report 06-01, "Indicators of Institutional Effectiveness at NVCC: 1992-1997." The table reports the numbers of graduate respondents as well as the response rates to our Graduate Survey from the years 1992 to 1997.

Graduate Survey Response Rates,
1992-93 through 1996-97

	1992-93	1993-94	1994-95	1995-96	1996-97
Graduates	2,492	2,615	2,509	2,581	2,753
Respondents	1,000	802	951	799	936
Response Rate	40%	31%	38%	31%	34%

Please feel free to contact me if you have any further questions or comments. I can be reached at (703) 323-3129 or by e-mail at ggabriel@nvcc.vccs.edu.

Cc: Ms. Elaine Howell

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